DOCUMENT RESUME

ED 169 782 FL 010 260

TITLE	ALSED Round Table. Final Report.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE	Aug 74
NOTE	14p.; Conference held at UNESCO House (Paris, France, May 8-10, 1974)
AVAILABLE FROM	Division of Structures, Contents, Methods, and Techniques of Education (ED/SCM) UNESCO, 7 Place de Fontenay, 75700 Paris, France (Distribution limited)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Anthropological Linguistics; Applied Linguistics; Educational Anthropology; *Educational Policy; Information Dissemination; Interdisciplinary Approach; International Educational Exchange; *Language Instruction; *Language of Instruction; *Language Planning; *Sociolinguistics; Teacher Education
IDENTIFIERS	*UNESCO

ABSTRACT

A report of a round table meeting on Anthropology and Language Science in Educational Development (ALSED) of the United Nations Educational, Scientific and Cultural Organization is presented. The purpose of the discussions was to develop national strategies to take advantage of the resources of anthropology and language science to improve the teaching of language and the educational system as a whole. Issues included identification of needed research, training of research workers, and the practical application of research. Emphasis was placed on the need for an interdisciplinary approach to the study of linguistic problems, and in particular the social and psychological aspects of language activity in a given national context. Ways to promote international coordination for the exchange of information and workers were addressed. The following functions of ALSED were described: (1) dissemination of information and clearinghouse activities; (2) exchange of specialists and promotion of contacts between professional groups; (3) assistance in financing; and (4) advisory functions. Particular attention was focused upon the following issues: (1) the learning process and the acquisition of language skills; (2) new approaches to the teaching of the mother tongue; (3) the correlation between linguistic competence and the efficiency of the educational system; (4) evaluation; (5) methods and programs for training teachers of the mother tongue; (6) studies of the adaptation of syllabuses and teaching methods; and (6) language descriptions and language use surveys as prerequisites for language policy and planning, curriculum development, and teaching methods. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169782

Distribution: limited

ED-74/CONF.801/4
PARIS, 12 August 1974
Translated from the French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Unesco

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ALSED ROUND TABLE(1)

(Paris, Unesco House, 8-10 May 1974)

FINAL REPORT

I. ORIGIN AND PURPOSE OF THE MEETING

A Round Table meeting organized with the assistance of the Ford Foundation at Unesco House from 8 to 10 May 1974, brought together thirty participants who had been invited in a personal capacity, in view of their own work and experience and any relationship they had with research institutions working in this field. These participants, who came from a variety of regions, were specialists in language teaching, linguists, anthropologists, sociologists, educators or experts in the financing of research. This meeting was held in the context of the ALSED programme.

The ALSED programme is based on the recommendations of two international advisory groups of consultants which met in Paris in June and July 1971 (cf. their reports ED/WS/283 and 286, as well as the ALSED Programme Statement ED/WS/309). These meetings dealt respectively with "The Contribution of Educational Anthropology and Sociolinguistics to Educational Development" and "The Rôle of Linguistics and Sociolinguistics in Language Education and Policy".

Following the recommendations of the two above-mentioned meetings, the Round Table was intended to be a further milestone on the road to implementing this programme, from two different points of view.

First, from the conceptual point of view. The objective of the two meetings held in 1971 was to draw attention to the contribution, too often ignored or minimized, which anthropology, sociolinguistics and linguistics can make to education, particularly to language teaching. This having been achieved to a certain extent, it was proposed that the rôle of anthropology and language science in improving education should be examined in a wider perspective. In reforming the content of education, a step which many countries have come to consider as necessary, it is clear that language teaching should be given a more important place, and its objectives should be reconsidered and its methods improved. Indeed, languages constitute one of the principal means of expression along with mathematics and aesthetic expression. Languages possess educational value and, within a concept of education aiming at "learning to learn", they deserve particular attention. The degree of mastery of the language used for teaching purposes, largely determined as it is by sociocultural factors, has a considerable influence on school achievement. As a means of communicating, language is a prerequisite of full participation in the political, social and cultural life of

(1) ALSED: Anthropology and Language Science in Educational Development

FL010260

the community. Furthermore, a knowledge of foreign languages is an essential factor in international understanding.

In order that language teaching should fulfil its varied aims, find its rightful place and employ appropriate methods, and in order that education in its entirety may be effective and adapted to its objectives, anthropology and language science must make their contribution to the solution of concrete problems and to the adoption of a global and interdisciplinary psycho-pedagogical approach to the teaching of languages. Certain of the problems involved - conflicts between the mother tongue and the language of instruction and factors to be considered in deciding upon the language of instruction to be used in school and out-of-school education, the effect of insufficient mastery of the language of instruction on school achievement - have become acute, particularly in developing countries, and such problems need to be examined in relation to the reform of educational systems and the objectives ascribed to it.

On the other hand, the meeting was meant to help us proceed towards concerted action and co-ordination of efforts, by laying the foundations for a common conceptual approach and for regular co-operation and exchange of information among organizations, institutions and research workers within the framework of AISED; it was to determine which activities, pilot-projects and studies or research work deserved priority, consider appropriate means for facilitating the application of anthropology and language science research to language teaching and examine the problems involved in training local personnel for the purpose.

II. FORM OF THE DISCUSSIONS

The aim of the discussions was to work out national strategies to make use of the resources of anthropology and language science with a view to improving the teaching of languages considered in their dual rôle as both subjects to be taught - either one's mother tongue or foreign languages - and media of instruction, with the effects that this produces on the efficiency of the educational system as a whole.

Hence, the first group of problems to be examined concerned the establishment of national strategies, comprising not only the identification of research to be undertaken, but also the training of research workers, the practical application of research to the formulation of linguistic and teaching policies, and the introduction of teachers to the problems of research and its uses.

In so far as, apart from problems peculiar to certain groups of countries, it may be said that most linguistic problems assume different forms but call for similar solutions in most countries, whatever their stage of development, it is desirable that each country should draw widely on the experience of other countries in this connexion, particularly those where innovatory experiments have been carried out.

The participants also made it their object to identify priority problems and sectors of study and research which need to be tackled, either because they correspond to the major needs of certain groups of countries, or because they concern the whole community, or else problems which have not been properly studied hitherto.

Lastly, in view of the advantages to be gained from an exchange of experiences between different countries, it seemed necessary to make it clear how international machinery for co-ordination would function, making it possible to disseminate information, exchange persons and harmonize studies, and also to identify research

and innovations which should be carried out for the purpose of organizing concerted action. This machinery would form a network linking research workers in the international community, and might be consulted by Unesco with a view to the development and implementation of its programme and its co-ordination activities. This advisory function might be coupled with that of assistance in obtaining funds at international level.

III. ACTION AT NATIONAL LEVEL

The national action to be undertaken in order to make use of the contributions of anthropology and the science of language with a view to improving language teaching and education goes much further than the organization and expansion of research, although it clearly entails singling out a number of specific problems for study in the country concerned, in order to improve teaching of the mother tongue and of various foreign languages. The situation varies according to whether or not the country is bilingual or multilingual. Strong emphasis was placed on the need for an interdisciplinary approach to the study of linguistic problems, and in particular the necessity to bear in mind the attendant social and psychological circumstances of any language activity in a given national context. Sociology and psychology are therefore of considerable use in this respect, particularly in view of the imperative need to link theory and practice, which is probably the main problem to be solved. For there is a gap to be bridged between research and its applications from at least two points of view: that of the formulation of linguistic policies - for research may throw light on the choices that have to be made in formulating them (for example, the choice of a language of instruction) - and that of the problems of language teaching as such. In order to achieve this there should be communication - which is all too often lacking - between research workers and consumers, and, naturally, it is important that the research findings be couched in simple and non-technical terms.

If this is to be achieved, it appears to be necessary to:

adopt a policy for training the national staff needed for research;

associate educational policy makers, legislators, administrators and those responsible for curriculum development and reform and educational planning with research being done in this field, and give them some knowledge of it and of how to use the results obtained;

adopt a policy for the pre-service and in-service training of teachers with a view to increasing their awareness of the problems of research and preparing them to make use of research findings in order to improve teaching methods;

make the general public, parents, pupils and the various other "consumers" of research aware of linguistic problems.

Conversely, steps should be taken to ensure that linguists know something of research undertaken in the social sciences and also of the problems of educational policy, curriculum development and teaching methods.

The various measures should make it possible to close the gap between research workers and the consumers of the end-products of their work.

IV. PRIORITY AREAS AND PROBLEMS

As has already been observed certain fields of research which are of prime importance for certain groups of countries may nevertheless take a somewhat different form in other countries. Strong emphasis was placed on applied research. It was pointed out, however, that fundamental research remained necessary.

A number of specific problems were singled out as requiring particular attention:

1. The learning process and the acquisition of language skills in the light of psychological, sociological, anthropological and neuro-physiological research, as well as research in the field of communication.
Co-operation among specialists in language research and other sciences (anthropology, psychology, physiology, educational science, social sciences, etc.) proves indispensable if we wish to analyse the mechanisms for acquiring competence in communication and for transferring skills, to determine what process should be used to fix the signs of language and what part is played by reflection, imagination and creativity in the learning process, and to select the techniques best fitted to help the learner assimilate the grammatical concepts and structures of a language. The contribution of developmental psychology and a knowledge of the various stages in the intellectual, physiological and psychical development of both child and adult, would ensure favourable conditions for and better results in language learning, and would also make it possible to define the language needs of pupils and clarify their dynamics. Some participants expressed the view that more emphasis should be placed on language learning than on language teaching.

2. Language descriptions and surveys of language use as prerequisites for language policy and planning (including the choice of the languages of instruction), curriculum development and teaching methods.

   Two priority areas come under this heading:

   (a) study of the various working languages and the various levels of expression (written or oral);

   (b) description of a series of languages (African and Asian), focusing on languages which have been little studied and/or which have no written form, with a view to making fuller use of them in formal and non-formal education.

3. New approaches to the teaching of the mother tongue. The participants voiced the opinion that insufficient attention had so far been given to the learning of the mother tongue. The approach applied to the study of the mother tongue would contribute to a better knowledge of its rôle in the study of various subjects, and more particularly in the study of another language. Such an approach would throw light on, and help to obviate, some of the undesirable psychological and cultural consequences of bringing a child up where his mother tongue is not spoken. The teaching of the mother tongue would have to be reformed the learning of a second language could be improved. Moreover, the new approach to the teaching of the mother tongue would meet people's need and aspiration to gain full access to the moral, cultural and social values of their country. It would help in adjusting curricula to local circumstances and attaining the aims of a given society. This approach would lead to the emergence of a new conception of the various rôles which national languages may play both in nation-building and in the

definition of national identity, and also in keeping the people at large aware of their cultural roots. It would enable the complex problems involved in the formulation of a national language policy to be better understood.

Such a new approach to the teaching of the mother tongue would necessitate reviewing the problems of teaching the mother tongue to the children of migrants or minority groups in a multilingual and pluralistic context.

4. The correlation between linguistic competence and the efficiency of the educational system. Language, which is both a subject taught and an instrument of teaching, has a considerable influence on the efficiency and productivity of the educational system. Linguistic competence is a significant factor in success or failure, and it affects the rates of drop-outs and repeaters. The participants believed that studies should be made of the conceptual and semantico-grammatical categories which make it possible to define the optimal relationship between linguistic competence and the productivity of the educational system, with a view to reducing the cost of this system. Some of the communications submitted to the Round Table stressed the importance of encouraging pragmatic studies on the means of verbal and non-verbal expression, the many factors which contribute to the act of language communication (e.g. the environment, the status of the persons engaged in the conversation and the theme of the conversation), the personal implication of the speaker in his statement and the cognitive content of the message, the circumstances under which the act of communication takes place and the use of different varieties of a language, the interchanges between different cultural groups when in contact; semiotic activities, etc. Since linguistic competence always comes about through the act of communication, it appeared necessary to study both the strictly linguistic component and the extra-linguistic component of the act of communication.

In a great many countries where the mother tongue is not necessarily the language of instruction, the problem of the correlation between linguistic competence and the efficiency of the educational system takes on special importance. To define the characteristics and components of linguistic competence at all levels appears to be a prerequisite for improving the efficiency of the educational system and reforming that system in such countries.

5. Evaluation. Bearing in mind the aims of the ALSED programme and the expansion of its activities, proper attention should be paid to evaluation, several types and forms of which should be carried out. Regular evaluation, prior to action, of the activities of linguistic research, their contribution to language teaching, and the various aspects, methods, syllabuses and contents of such teaching would contribute to a more reliable assessment of the overall results of educational activities in the language field, influence the choice of new quantitative and qualitative objectives, and improve educational quality in general. Furthermore, the evaluation of research would make it possible to adapt research to local circumstances and needs, to apply it in a way appropriate to the situation and to single out and classify the most important problems of a given country or group of countries.

6. Methods and programmes for training teachers of the mother tongue. Teacher training should be based on multidisciplinarity which gives due emphasis to the sociolinguistic and didactic aspects of languages, and stems from a new approach to linguistic activities. New training programmes to familiarize teachers with the various fields of linguistic research relevant to the situation of the country concerned seem called for. Attention

was drawn to the need to give language teachers and educators some knowledge of the types of research which they could carry out themselves in class and of applied research work which would help them to make better use of the technical resources and the teaching materials at their disposal.

It was observed that one of the main problems, whether in the case of the mother tongue or in that of a second language, was the teacher's ignorance of his pupils' language, just as much as the pupils' ignorance of the teacher's language. The belief was also expressed that linguistic training activities should not be confined to language teachers, but should be extended to teachers of other subjects. Following this train of thought, participants stressed the need to study the experience of the developing countries, for prototypes of training structures and methods could not be merely transferred from the developed countries to the developing countries. It was important to devise new structures which suited local needs, taking world-wide experience as a starting point.

7. Studies of the adaptation of syllabuses and teaching methods to the various objectives assigned to language teaching and to the various groups concerned. It was agreed that fresh vigour should be infused into the search for procedures, contents and methods which would interest pupils in the nature and workings of the languages taught and make language teaching focus on the real language and not on the fossilized remains of a language which was conventional and archaic. Multidisciplinary studies would enable us to define the rôle of the language medium in school curricula, convert needs for communication into methods, contents and syllabuses, find appropriate ways of making contact with the young people and adults who slip through the net of formal education, and establish criteria for the reception and transmission of the linguistic message. It would similarly be advisable to give more encouragement to studies which would result in a better adaptation of the syllabuses, methods and contents of language teaching to the various needs and interests of the different categories and age groups of those for whom such teaching is intended.

The situation to be observed in many countries, particularly in the developing countries, and population migration accentuate the importance of the problem of bilingual education. The desire to preserve national unity and the original cultural heritage and at the same time to facilitate access to the cultural and moral values of the world and ensure the development of the individual reveals the need for studies dealing with a pluralistic and multilingual context and for scientific criteria to be used in selecting linguistic strategies and procedures in schools - criteria which will make it possible to develop syllabuses adapted to each specific case.

V. MACHINERY FOR INTERNATIONAL CO-OPERATION

The group agreed that the machinery for international co-operation should not be too heavy or too rigid and that, at the outset, the resources immediately available within the framework of existing institutions should be used. This machinery should not hinder work conducted at the national or international level, but rather support and enhance such activities, as well as advise Unesco in this area of work according to the problems to be solved and the gaps to be filled.

Thus, the task of this machinery for co-operation and co-ordination will be, first and foremost, to plan co-operation in a systematic way and establish links that will last, not only among the research workers in the various disciplines, but also between research workers and the potential beneficiaries of their findings, by initiating a dialogue between the experts and those responsible for

policy and decision-making, between research workers and planners, between language scholars and the lay public - the parents of millions of learners, indeed those learners themselves - and, most crucial of all, between those responsible for research and classroom teachers.

A. Functions

The functions of ALSED may accordingly be regarded as:

1. Dissemination of information and clearing house activities. This might include the publication of a Newsletter, case-studies on the language policy of specific countries, publications on specific problems and the dissemination of information on research programmes under way, through institutions or groups of research workers. It might consist in preparing and conducting surveys and producing publications on the languages spoken throughout the world and also analysing the extent to which the languages of the world are used.

   The participants showed considerable interest in the dissemination of information and in clearing house activities. They stressed the need to increase and improve the exchange of information at regional, inter-regional and international levels, placing particular emphasis on the need to channel and co-ordinate information and to encourage the publication of popular scientific works. The problem of translating scientific works was raised in this connexion. It was thought that, in view of the quantity of works published, it would be best to publish more synopses of important works at first. Stress was laid on the importance of a rapid exchange of information on experimental projects, pilot projects, teaching experience and needs, linguistic planning activities at national level, national achievements or experiences which might be relevant to one or more regions of the world and strategies adopted to solve specific linguistic problems. Liaison with the activities of the International Bureau of Education seems necessary with regard to the spreading of information about educational innovations.

2. Exchange of specialists and promotion of contacts between professional groups. One of the functions of ALSED would be to establish, maintain and improve contacts among groups of individuals, research workers or institutions dealing with the linguistic problems of education, by seeking to evolve an effective system of language teaching, introducing new educational techniques, transcribing languages and undertaking studies of bilingualism and multilingualism - broadly speaking, by implementating the ALSED programme. It is intended that the intellectual and material opportunities of this programme should be used to facilitate and encourage the exchange of specialists, promote contacts, organize courses and visits for research workers, arrange for the joint study of certain problems, and help to ensure that better use is made of the financial offers and resources available for such purposes.

   This would involve:

   (a) the organization of meetings of a general nature, as well as of meetings on specific topics, training seminars, etc.;

   (b) the provision of travel grants for observation, research, contacts with research personnel and participation in research projects in other countries at the sub-regional, regional or international level;

(c) the establishment of a registry of research and development institutions and of specialists capable of providing advisory services, and the identification and localization of the institutions, groups and specialists which are to be involved in concerted action in the field of the ALSED programme.

3. Assistance in financing. ALSED could explore the possibility of providing assistance in the financing of research programmes and activities by supplying information on financing programmes and institutions and by drawing to the attention of the latter activities which seem to be of particular value to the international community in the field of languages.

ALSED might also, as some participants emphasized, direct financial assistance towards local research, the development and achievement of certain national objectives relating to the collection and dissemination of information, the holding of meetings and symposia, the solution of problems of linguistic planning, etc.

4. Advisory functions. ALSED would have the permanent function of identifying the gaps to be filled, in research and development, pilot projects, experimentation and evaluation, and endeavouring to harmonize the efforts and activities of institutions, groups and research workers, including Unesco, within the limits of existing and obtainable resources. In view of the growing demand for advisory services, ALSED might help to set up groups or teams of consultants whose task would be to identify objectives and establish priorities in its fields of competence.

In discharging its various functions, ALSED should take into account the existence of sub-regional or regional needs and activities, and should co-operate with institutions or groups working at this level.

The participants were united in their belief that the development of the ALSED programme should be phased in accordance with the resources available, starting with the immediate function of exchange of information and of organizing such meetings as funds permit. A proposal to set up an international centre for the study of linguistic and cultural problems in education was abandoned on the grounds that it would be unlikely to succeed in the near future, owing to its high cost, the budgetary instability which would result if it were financed by voluntary contributions, and the risk of the proliferation of such centres. Limited subventions to existing national institutions and more efficient research through the co-ordination of work probably hold out more realistic possibilities.

B. ALSED in relation to Unesco.

In connexion with the various functions indicated above, the question of the exact nature and status of ALSED in relation to Unesco arises. Various possibilities were considered, such as convening meetings of ALSED in its present form or as an expanded group or, on the other hand, the setting up of a reduced group functioning as a consultative body, or a consultative group consisting of a number of representatives of research institutions, etc. The question will need to be further explored by the Unesco Secretariat in consultation with all concerned.

It must be recognized that in its present form ALSED has no budget of its own. Its activities in the immediate future can be financed only from Unesco's budget for the exchange of information, including the resources of the International Bureau of Education, the organization of meetings, the exchange of persons, and the provision of consultative services of specialists and of small teams of experts - and by such voluntary contributions as the amount generously made available by the Ford Foundation towards the organization of the Round Table meeting. Services and contributions for publications and meetings were generously offered, in the course of the debate, by various institutions or associations. It goes without saying, however, that the future of the ALSED programme depends very much on its ability to develop and propose specific projects which will prove capable of attracting the interest of the major sources of voluntary financing within the international community.

LIST OF PARTICIPANTS

Dr. Emily Vargas ADAMS,
Education Advisor, Ford Foundation,
Apartado aéreo 52986, Bogota 2, Colombia

Prof. Ayo BAMGBOSE,
West African Linguistic Society (W.A.L.S.),
Head, Department of Linguistics and Nigerian Languages,
University of Ibadan, Ibadan, Nigeria

M. Louis BÉRUBÉ,
Conseiller spécial en éducation,
Canadian International Development Agency (C.I.D.A.),
Home address : 748 Cross Avenue, Ottawa K1G 3E1, Ontario, Canada

Prof. Dr. Udo BONNEKAMP,
Zentrales Fremdsprachen-Institut der Ruhr-Universität Bochum,
Home address : 413 Moers, Schwanenring 13, Federal Republic of Germany

Prof. Henri M. BÔT BA NJOCK,
Chef du Département des langues africaines et linguistique,
Directeur du Centre de recherches africanistes,
Université de Yaoundé, B.P. 1520, Yaoundé, Cameroun

Prof. Charles P. BOUTON,
Chairman, Department of Modern Languages,
Simon Fraser University, Burnaby 2, B.C. V5A 1S6, Canada

Dr. Dennis R. CRAIG,
Senior Lecturer, School of Education, University of the West Indies,
Mona, Kingston 7, Jamaica

Dr. Edilberto P. DAGOT,
Dean, Graduate School, Philippine Normal College,
Home address : 85-D Kamuning Road, Quezon City, Philippines

Dr. Anwar S. DIL,
Founder-Director, Linguistic Research Group of Pakistan,
Professor of Language Science and Communication, United States International University,
Home address : 5634 Lindo Paseo, San Diego, California 92115, U.S.A.

Mme Arame DIOP Fal,
Institut fondamental d'Afrique noire (I.F.A.N.),
Université de Dakar, B.P. 206, Dakar, Sénégal

Prof. Raymond ECHES,
Groupe de psychosociologie de la formation et d'anthropologie cognitive,
Institut d'Etudes et de Recherches Interethniques et Interculturelles (I.D.E.R.I.C.),
Home address : 42, avenue Joseph-Giordan, 06200 Nice, France

Dr. Melvin J. FOX,
Education Adviser for Middle East and Africa,
The Ford Foundation,
320 East 43rd Street, New York, N.Y. 10017, U.S.A.

Prof. Dr. Reinhold FREUDENSTEIN,
Secretary General of Fédération internationale des professeurs de langues vivantes (F.I.P.L.V.),
Home address : 355 Marburg/Lahn, Liebigstrasse 37, Federal Republic of Germany

Miss Josefina FROMAN,
Program Coordinator, Proyecto Lingüístico Francisco Marroquín,
Apartado 237, Antigua, Guatemala

Dr. Max GOROSCH,
Vice-President, International Association of Applied Linguistics (A.I.L.A.),
Professor, Department of Spanish, Handelshøjskolen i København,
Fabrikvej 7, 2000 Copenhagen, Denmark
Home address : Skiljevägen 32, 18236 Danderyd, Sweden

Prof. Marcel De GRÈVE,
Secrétaire général de l'Association internationale pour la recherche et la diffusion des méthodes audio-visuelles et structuro-globales(A.I.M.A.V.),
Professeur à l'Université de Gand, Département de méthodologie et de littérature française, Blandijnberg 2, 9000 Gent, Belgium
Home address : 109, avenue Georges Bergmann, 1050 Bruxelles, Belgium

Dr. Muhammad Hasan IBRAHIM,
Professor of English and Linguistics,
University of Jordan, Amman, Jordan

Mr. Mubanga E. KASHOKI,
Chairman, Language Association of Eastern Africa,
Acting Director, Institute of African Studies, University of Zambia,
P.O. Box 900, Lusaka, Zambia

Dr. Frank S. KESSEL,
Scientific Associate (Psychologist),
Division of Studies and Advisory Services,
Bernard Van Leer Foundation,
Home address : Spekstraat 6, The Hague, Netherlands

Mr. Peter E. KINYANJUI,
Co-Director, International Extension College,
8 Shaftesbury Road, Cambridge CB2 2BP, United Kingdom

M. Roger MARCASTEL,
Coordonnateur de la Recherche linguistique à l'Ecole normale supérieure du Togo, Atakpamé,
Chercheur au Centre international de recherches sur le bilinguisme (C.I.R.B.)/ International Center for Research on Bilingualism (I.C.R.B.),
Pavillon des Arts, Cité Universitaire, Québec 10, Canada

Dr. Debi Prasanna PATTANAYAK,
Director, Central Institute of Indian Languages,
Manasagangotri, Mysore 570006, Karnataka State, India

M. Khamphao PHONEKEO,
Délégué permanent adjoint du Laos auprès de l'Unesco et Conseiller culturel à l'Ambassade du Laos à Paris,
74, avenue Raymond-Poincaré, 75116 Paris, France

M. Antonio J. ROJO SASTRE,
Director General, Fundación Internacional Lengua Española,
Montesa 39, Madrid 6, Spain,
Director, Centro Audovisual Español en Paris,
40, rue du Fer-à-Moulin, 75005 Paris, France

M. Jean-Guy SAVARD,
Director, Centre international de recherches sur le bilinguisme (C.I.R.B.)/ International Center for Research on Bilingualism (I.C.R.B.),
Pavillon des Arts, Cité Universitaire, Québec 10, P.Q., Canada

Dr. Thomas A. SEBEOK,
Chairman, Research Center for the Language Sciences, Indiana University, Bloomington, Indiana 47401, U.S.A.,
Vice-President and Acting Secretary-Treasurer, Linguistic Society of America,
Fellow, Netherlands Institute for Advanced Study in the Humanities and Social Sciences (N.I.A.S.),
Meyboomlaan 1, Wassenaar, The Netherlands

Dr. Timothy A. SHOPEN,
Senior Linguist, Center for Applied Linguistics (C.A.L.),
1611 North Kent Street, Arlington, Virginia 22209, U.S.A.

Dr. György SZÉPE,
Head of Applied Linguistics Group,
Research Institute on Linguistics, Hungarian Academy of Sciences,
Home address : 1075 Budapest, Tanács körut 13-15.IV.28, Hungary

Dr. Rudolph C. TROIKE,
Director, Center for Applied Linguistics (C.A.L.),
1611 North Kent Street, Arlington, Virginia 22209, U.S.A.

M. Paul WALD,
Attaché de recherche au Centre national de la recherche scientifique (C.N.R.S.) et à l'Institut d'études et de recherches interethniques et interculturelles (I.D.E.R.I.C.) de Nice,
Laboratoire de psychologie sociale,
18, rue de la Sorbonne, 75005 Paris, France

Observers :

Mme Jacqueline BARDOLPH,
Agrégée de l'Université,
Secrétariat d'Etat aux Affaires étrangères (G.A.T.),
Home address : 24, avenue Simon-Bolivar, 75019 Paris, France

Prof. Borislav DRENOVAC,
Home address : 40, rue du Chemin-Vert, 75011 Paris, France

Prof. John HALAS,
Chairman, "Language and Media" Action Group, International Film and Television Council (I.F.T.C.),
Home address : 6 Holford Road, London N.W.3, United Kingdom

M. Robert HENNION,
Consultant, International Bank for Reconstruction and Development (I.B.R.D.),
Home address : 18, chemin de la Fontaine, 1292 Chambésy-Genève, Switzerland

Dr. Ruth C. HÖK,
Secretary, Adult Language Commission of A.I.L.A. (International Association of Applied Linguistics),
Home address : Karlavägen 46, 11449 Stockholm, Sweden

Mr. Francis METHOD,
Project Assistant (Educational Policy Analysis), The Ford Foundation,
Home address : 315 West 88th Street, New York, N.Y., U.S.A.

Mr. Henry NATHAN,
Centre for Educational Research and Innovation (C.E.R.I.),
Organisation for Economic Co-operation and Development (O.E.C.D.),
2, rue André-Pascal, 75775 Paris Cedex 16, France

M. Célestin NEKPO FATON,
Psychopédagogue au Dahomey,
Maison du Liban, 9, boulevard Jourdan, 75014 Paris, France

M. Daniel G. RANSBOTYN,
Expert de l'Unesco à l'Ecole normale supérieure du Togo à Atakpamé,
Home address : 20, rue Léopold-Rom, 1150 Bruxelles, Belgium

Miss Joyce THOMSON,
Home address : 30, rue du Poteau (B 561), 75018 Paris, France

M. Florian ZALEWSKI,
Chercheur, Groupe d'étude des objectifs, Ministère français des affaires étrangères,
Home address : 22/30, rue du Borrego (A5/8), 75020 Paris, France

Unesco Secretariat :

Mr. René OCHS, Director, Division of Curricula and Structures, Department of Curriculum, Structures and Methods of Education (ESM)

Mr. Albert LEGRAND
Mr. Zacharie ZACHARIEV } Programme Specialists, Division of Curricula and Structures / ESM.